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ABSTRACT

The syllabus for a college-level speech course at California State University, Los Angeles, designed to help students of English as a second language bring their pronunciation closer to mainstream English is presented. While the primary focus is on pronunciation improvement, the course also provides functional communication practice. The students are about evenly distributed in engineering, business, and education majors, and speak over 16 native languages or dialects. Activities include cognitive learning techniques through instruction in the International Phonetic Alphabet and its use, communicative interaction techniques through interactive drills, exercises, and self-quizzes, and functional oral communication techniques through audience analysis, organization, and delivery practice for informative and persuasive speaking. (MSE)

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Teaching Pronunciation through Functional Oral Communication Techniques

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Presented at the
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February, 1987

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RATIONALE

The past ten years has brought about important changes in techniques for teaching English pronunciation to speakers of other languages. Ten years ago, Charles Parish (1977) held the view that a teacher's control in the ESL pronunciation classroom should focus on a practical inventory for drilling and correcting sounds in the target language. Pronunciation texts followed the audiolingual method of teaching language which primarily restricted the learning of language to segments of sounds which held no meaning for the student.

Today, the language teaching field has accepted the dimensions of communicative competencies to include both linguistic (phonology, morphology, syntax, vocabulary) and performance skills. Performance skills are (a) receptive (reading and listening) and (b) active (writing and speaking) (Ramirez, 1985.) The added dimensions of receptive and active skills enable the ESL student of pronunciation to function verbally through the use of notions. Notion is the topic and function is the purpose for the communication (Laine, 1985.) Finocchiaro and Brumfit (1983) have suggested that oral practice of each utterance prepared for a specific function can lead to freer oral production communication activities and then the structured communication within the activities can be monitored and graded according to the student's priorities in the actual situation and according to the learner's communicative purpose.

Up to this point I have explained why I teach the first half of my pronunciation course through functional communicative techniques. Now, I will add that as a speech teacher, I am also expected to facilitate the learning of functional oral communication skills. These skills go beyond structured teacher generated communicative exercises to extemporaneous student generated presentations. The communication functions approach to teaching pronunciation to ESL students that I have been using in my courses was taken from the SCA Task Force on Speaking and Listening Skills (1978) criterion for a functional skill. They stated that the skill should be needed by adults to achieve occupational, citizenship, and maintenance of relationship purposes.

The techniques I use focus on forming a transitional link from communicative competence to communication competence. According to Pennington and Richards (1986) the goal of any explicit training in pronunciation should be to bring learners gradually from controlled, cognitively based performance to automatic, skill based performance. Thus, as I see it, (1) a controlled cognitively based pronunciation performance syllabus helps the student learn how sounds are pronounced and how to pronounce them, while (2) an automatic skill based pronunciation performance syllabus helps the student acquire functional skills in pronouncing and clarifying the pronunciation until the intended message has been received by the intended receiver for the intended purpose.

Currently, the speech communication field's research on ESL speech communication has been limited to competant communication among American ethnic subcultures and with how this affects classroom student/teacher interactions. Hunt (1986) suggests that the speech teacher lacks an operational definition of what is standard and non-standard pronunciation. He points out that American educators of ethnic backgrounds have recommended that teachers accept non-standard dialects in the classroom since such dialects come from speakers who are legitimate American communicators. He advises speech educators to beware of paralinguistic prejudice. If the speech field accepts this theory, then it would make sense to accept the idea that communication apprehension in an English as a second language speaker occurs due to a fear of paralinguistic prejudice.

Studies conducted by McCann, Hecht & Andrews (1983) tested the relationship between comprehensible input and affective filter of 238 adult ESL college students. The result of their studies has significant implications for speech teachers. It shows that the more comprehensible the input the teacher provides, the more communication apprehension decreases for ESL speakers. However, the authors tell us not to focus the student on form and not to engage in overt correction with the second language student; instead provide a classroom where the environment or situation lowers the affective filter.

This recommendation is a double edged sword for speech communication teachers who have ESL speakers in their classes. Do we continue to lower the affective filter in order to decrease communication apprehension, so that ESL speakers will very willingly present perfectly outlined speeches which are difficult for the audience to

understand due to gross mispronunciations of words and phrases? Or do we act responsibly and remember that the message variable of the speech communication process includes the encoding and decoding components, (a) the encoding process is based on the source's perception of the way the receiver will perceive the message; we select the words and phrases for our message on the basis of what meaning we believe those words and phrases will create in the mind of a receiver, furthermore (b) the decoding process is based on 4 steps starting with the way the speaker sounds to the receiver, moves on to the receiver's interpretation of what the source might have meant, evaluates what the personal meaning of the source's message is to the receiver, then provides either an overt or a covert response (McCroskey, 1982.) If a speaker mispronounces or omits consonants at the endings of words, he or she is perceived to be unintelligent since he or she in unaware of the appropriate use of tenses, plurals, and genders. If that same ESL speaker mispronounces vowels, he or she is perceived to be quaint since he or she must not be from the same culture as the receivers of the message. Nelson and Pearson (1984) state that it is risky to deliver unfamiliar words. They describe a classroom speaking situation in which a student made reference to a woman's "vir-gin-yah" and her "you-tear-us." Gross mispronunciations of this sort do not help the speaker's credibility as a competent communicator. In a recent classroom interaction after a speech to explain a job -related process, an ESL student of mine explained that part of his doctor to patient communication included this dialogue:"the fucked is you fill the pen when you left the left amm," and the patient replied" I don't think I do." What the doctor meant was, "the fact is you feel the pain when you lift your left arm." The patient switched doctors. My point is that the doctor was not communicating in a functional manner given the SCA's criterion.

Speech educators are turning their backs on the responsibility they have to help all of their students become functional oral communicators. We are practicing paralinguistic de facto segregation because we are afraid of showing our paralinguistic prejudice. The way out of this dilemna is to encourage our ESL speech communication students to learn the mainstream American language's pronunciation patterns before they go into the mainstream oral communication classroom, so that they will have the skills to encode and decode in an appropriate manner and as a part of the interaction,

not apart from the interaction.

DESCRIPTION OF A FUNCTIONAL ORAL COMMUNICATION SYLLABUS

Goal: The goal of the Mainstream American Dialect, Speech 140, course at California State University, Los Angeles is to help students learning English as a second language to communicate orally in such a way that they will be able to survive in the general requirement Speech 150 course, Oral Communication. While the main focus is on pronunciation improvement, elements of audience analysis; outlining and delivery for informative and persuasive speaking purposes are also included. In short, the course provides functional communication practice for ESL students.

Students: Speech 140 is a credit/no credit 4 unit course. Students are usually advised to improve their pronunciation skills after they have delivered oral presentations in speech classes or other classes throughout the university. Approximately one-third of the students are electrical engineering majors. Another third are business majors, and the final third are education majors. The primary languages, in order of their predominance, represented in the classroom include Vietnamese; Chinese; Spanish; Korean; Japanese; Burmese; Cambodian; Laotian; Tagalog; Farsi; Armenian; Portuguese; Hindi; Hausa; Caribbean and West Indies dialect ; and Black dialect. The amount of time the students have been in the United States ranges from 6 months to 15 years. The amount of ESL training ranges from "learning it from friends," to 3 years in American high school's ESL programs.

Format: The format of this course includes teacher functional oral communication role model-repertoire building lectures and student-centered Lab and classroom functional oral communication interactions and presentations.

Syllabus: Following is a copy of the syllabus Speech 140 students receive for a 10 week course. The activities include (1) cognitive learning techniques as students learn the IPA symbols, methods of articulating them, and the appropriate way to use them in oral production; (2) communicative interaction techniques as students participate in clarification oral interaction drills, exercises and self-quizes; and (3) functional oral communication techniques as students analyze their audiences pronunciation needs, research and organize their verbal and nonverbal presentations, deliver, paraphrase and clarify their presentations.

Mainstream American Dialect
Speech 140, Spring 1987
Norma Landa Flores, Lecturer

Office:Music 253
Phone:224-4398
Time:TTH 11:30-1:00

COURSE SYLLABUS

Description:

This course is designed to help you develop your use of English in order to create understanding in the mind's of mainstream American English speaking listeners. In order to help develop your oral communication competence in speaking English, the course will take two approaches to language learning.

First, the course will emphasize using the International Phonetic Alphabet to learn the pronunciation code by focusing on pronunciation in conjunction with grammar patterns, stress, rhythm, and intonation as it affects meanings in words, sentences, and contextual reading, listening, writing, and oral drilling exercises.

Second, the course will emphasize using functional oral communication processes to acquire pronunciation competence in American English speaking, paraphrasing, and clarifying interactions.

Active Participation :

This is a highly concentrated course. Each lesson is closely related to the one before and the one after. Please make every effort to be in attendance for every class meeting so that you will have an opportunity to practice and to receive constructive comments and tips for improving your own personal pronunciation and oral communication behaviors. You will be expected to reinforce classroom lessons with Lab and homework listening exercises. You will participate in the following activities:

1. IPA Exam
2. Vowel Exam
3. Speech to Describe an Object
4. Consonant Exam
5. Speech to Explain a Job Process
6. Final Exam

Text(s)

Longman Dictionary of American English, a Dictionary for Learners of English, by Longman Inc.

American Language Oral Communication a Drillbook for Non-Native Speakers, by Norma Landa Flores

Grades:

This is a credit/non credit course. An average of "C"= credit.

CALENDAR

Week	Day	Activity
1	Tues.	Adds and orientation; Speeches of Introduction.
1	Thurs.	Pre-Test of American English Oral Communication.
2	Tues.	Description of the articulators and the IPA, test.
2	Thurs	Front Vowels; Lab Correction; Self-Quiz.
3	Tues.	Back Vowels; Lab Correction; Self-Quiz.
3	Thurs.	Central Vowels; Lab Correction; Self-Quiz.
4	Tues.	Practice in the use of vowels; Clarification-Oral Interaction Drills.
4	Thurs.	First Exam, Vowels.
5	Tues.	Speeches to Describe an Object.
5	Thurs.	Consonants /l-r-t-d/; Lab Correction; Self-Quiz.
6	Tues.	Consonants /s-z-ʃ-ʒ/; Lab Correction; Self-Quiz.
6	Thurs.	Consonants /tʃ-dʒ-θ-ð/; Lab Correction; Self-Quiz.
7	Tues.	Consonants /j-h-w-hw-k-g/; Lab Correction; Self-Quiz.
7	Thurs.	Consonants /b-p-f-v-m-n-ŋ/Lab Correction; Self-Quiz.
8	Tues.	Practice in the use of consonants; Clarification-Oral Interaction Drills.
8	Thurs.	Second Exam, Consonants.
9	Tues.	Speeches to Explain a Job-Related Process.
9	Thurs.	Speeches to Explain a Job-Related Process.
10	Tues.	Vowel Review; Clarification-Oral Interaction Drills.
10	Thurs.	Consonant Review; Clarification-Oral Interaction Drills.
11	Tues.	Final Exam, Post-Test of American English Oral Communication.

USING FUNCTIONAL ORAL COMMUNICATION TECHNIQUES TO TEACH PRONUNCIATION

Goal: The goal of using the following techniques is to motivate adult students learning English as a second language to use vowel and consonant sounds in a functional oral communication presentation to explain a job-related process.

Objectives: The students will be able to:

1. Descriminate the consonants /r-l/ from the central vowels /ɝ-ɚ-ə-ʌ/ in words, sentences, descriptions, explainations, and clarifications;
2. Demonstrate a capacity to compare and contrast the /r-l/ and /ɝ-ɚ-ə-ʌ/ sounds through reading, writing, listening, and speaking at a functional oral communication level of comprehension;

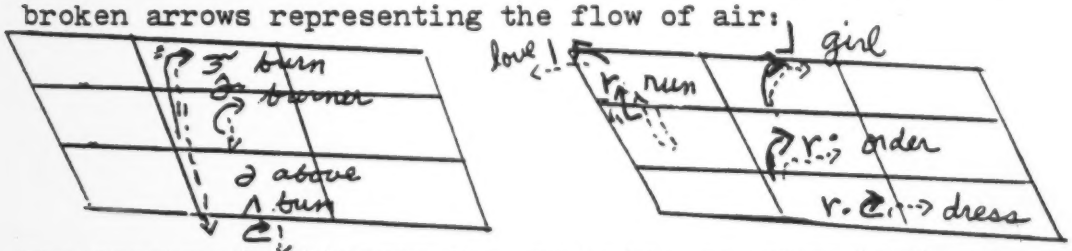
3. Demonstrate an ability to prepare an extemporaneous presentation by analyzing an audience, researching descriptive words, planning an outline using an organized pattern of informative speaking, practicing delivery through use of eyes, voice, gestures, visual aid, and time;
4. Demonstrate functional oral communication skills by clarifying intended meanings of messages through peer oral evaluation interactions.

Techniques: Following are three lesson plans employing both pronunciation and communication methods of teaching functional oral communication skills to students learning English as a second language in a competency based sequence. Segments of vowel and consonant lessons have been combined in order to illustrate in as brief a manner as possible.

Technique I:Repertoire Building through Cognitive Learning

Activity	Week(s)
Learning to recognize and produce the vowels /ɝ-ɚ-ə-ʌ/ and consonants /r-l/.	3rd 5th

A. The teacher identifies the locations of /ɝ-ɚ-ə-ʌ/ and /r-l/ sounds by drawing the following chart on the chalkboard and asking students to refer to their drillbook chart while drawing solid arrows representing tongue/jaw movements and broken arrows representing the flow of air:



B. The teacher facilitates the student's practice in the use of the target sounds by (1) describing the actual physical mechanics of producing the sound, then (2) directing the student's attention to the variety of spellings that produce the sound, and finally (3) pronouncing the sound for the students to repeat. 3rd 5th

Step 1:

a. "The /ɝ/ sound starts in your throat area by constricting your muscles and making your jaw tense. Then you make sure your tongue blade is straight up and tense. Now, roll the tongue tip back and keep it tense. Hold everything! Pull air down into your throat and say 'burn'."
b. The teacher illustrates with hand gestures and points to the path of /ɝ/ on the chalkboard chart.

Activity week(s)

Step 2:

a. "Here are some vocabulary words using the /ɜ/ sound in the initial, medial, and final positions. 3rd 5th

b. "Notice the variety of spellings such as "ear" in #1; "ur" in #5; "or" in #9; "ir" in #17 and "er" in #19.

Step 3:

a. "Listen to me pronounce the /ɜ/ sounds in each word, then you pronounce them."

b. "Listen to me pronounce the sentences stressing the /ɜ/ in a variety of spellings and for different functions such as asking open and closed questions, listing, and emphasizing."

c. Teacher pronounces sentence #1 of 5 using the /ɜ/ sound:

Teacher: "Who burned Bert's purple work shirt?"

Students: "Who burned buts purple walk sheert?"

Teacher: "Underline 'Bert's', Underline 'work', Underline 'shirt'. Remember, the "er", "or", "ir" will make one sound of /ɜ/. See the movements? (The teacher gestures and points to the /ɜ/ movements on the chalkboard chart).

Teacher: "Who burned Bert's purple work shirt? "

Students: "Who burned Bert's purple work shirt?"

Steps 1-3:

Steps 1-3 are repeated for each of the target sounds during the first 70 minutes of a 100 minute class session.

Technique II: Selecting and Implementing through Communicative Interactions

Activity Week(s)

Using listening and pronunciation skills to select and pronounce target sounds in both structured and meaningful communicative situations. 3rd 5th

A. The teacher refers to the pages in the drillbook that focus on the audial lab exercises. The teacher asks the students to follow the instructions on the audial tape by (1) listening and thinking about the rules being applied then repeating , (2) listening then reacting, (3) listening, selecting, pronouncing.

Activity	Week(s)
B. The teacher monitors the students' pronunciation as the students follow the lab sound correction and self-quiz exercise using their drillbooks and listening to the tape through their head sets.	3rd 5th

Step 1: Reinforcing the use of /ɜ/ in the Present and Progressive

a. Students listen: "/ɜ/"
   Students repeat: "/ɜ/"
b. Students listen: "Who hurts Ernie?"
   Students repeat: "Who huts Ernie?"
   Teacher Corrects: "Blade up, tense, roll tip, 'hurts'."
   Students repeat: "Hurts."
c. Students listen: "Bert is hurting Ernie."
   Students repeat: "Bert is hutting Ernie."
d. Students listen: "Underline 'hurting'."
   Students react: by actually underlining 'hurting' and writing /ɜ/ above the word.
e. Students listen: "Bert is <u>hurting</u> Ernie."
   Students repeat: "Bert is <u>hurting</u> Ernie."
f. Students listen: "What word did you emphasize?"
   Students select and pronounce: "hurting!"

Step 2: Using /ɜ/ to Clarify Messages

a. Students listen: "thud "
   Students repeat: "thud "
b. Students listen: "She comes from the thud world?"
   Students repeat: "She comes from the thud world?"
c. Students listen: "third "
   Students repeat: "thud "
   Teacher Corrects: "Blade up, tense, roll tip, 'third'."
   Students repeat: "third"
d. Students listen: "She comes from the third world."
   Students repeat: "She comes from the third world."
e. Students listen: "Underline 'third'"
   Students react: by actually underlining "third" and writing /ɜ/ above the word.
f. Students listen: "She comes from the <u>third</u> world."
   Students repeat: "She comes from the <u>third</u> world."
g. Students listen: "What word did you clarify?"
   Students clarify: "third!"

Step 3: Self-Quiz of /ɝ-ɚ-ə-ɹ/ and /r-l/

a. Students listen: "Listen to each pair of words. They will be pronounced twice. Write the words, then write 's' in the space if they sound the same. If they sound different, write 'd' in the space. The first two words are, 'third-thud'. Number 2 'lettuce-letters'. "

Students react: by actually writing the words and selecting a choice of 'same' or 'different'.

Words	d/s	Words	d/s	Words	d/s
1. third-thud	d	5. order-oder	d	7. colder-colder	s
2. lettuce-letters	d	6. load-rode	d	8. glass-grass	d
3. run-run	s	7. rear-real	d	9. suckle-circle	d

b. Students listen: "Listen to and write each word as it is pronounced. It will be pronounced twice. Circle the /ɝ-ɚ-ə-ɹ/ or the /r-l/ symbols pronounced in each word you hear in the indicated position. The first word is 'red'. Number 2 is 'fry'."

Students react: by actually selecting and circling the sound.

Word	initial	Word	medial	Word	final
1. red	r - w - l	4. shirt	ʌ - i - ɝ	7. whole	ɹ̥ - ɹ - l
2. fry	fl - fr - Pr	5. mirror	ɹ̥ - ɹ - r	8. her	ɝ - ɚ - ʌ
3. bleed	br - Pl - bl	6. feeling	ɹ̥ - ɹ - oʊ	9. Stella	ɚ - ə - ʌ

c. Students listen: Listen to each word as it is pronounced. It will be pronounced twice. Write the word, then write the symbol for the vowel or consonant sound you hear pronounced in the indicated position.

Students react: by writing the word and the symbol.

Word	initial	Word	medial	Word	final
1. above		4. hut		7. stole	
2. light		5. bright		8. learner	
3. right		6. hurt		9. store	

d. Students listen: " Now, compare your answers to this self-quiz with the mainstream American dialect answers on the following page. See if there is a pattern of mispronunciation. Find the difference in location and production of the sounds on the charts. Create your own relevant sentence contrasting the sounds. Place the symbols above the words and the arrows below the words. Now, visualize movements and go through the articulation process.

Activity	Week(s)
C. The teacher facilitates the students' selection and implementation of communicative interactions by guiding them through the clarification oral interaction exercises.	4th

Step 1:

a. The teacher describes the process to be used in the classroom during the exercises as follows:

b. "Clarify your pronunciation of the vowels /ɝ-ɚ-ə-ʌ/ and the consonants /r-l/ by going through this process: speaker #1 pronounce sentence #1 then ask speaker #2, 'How did I pronounce words 'a' and 'b'?" Speaker #2 give feedback by saying, 'You said_____ for 'a' and _____for 'b'. Then, speaker #1 clarifies the intended meaning in words 'a' and 'b'. If speaker #1 can't clarify, the whole class will help."

Step 2:

a. The students will interact using the sentences in their drillbooks.

b. The teacher will facilitate an awareness of pronunciation and mispronunciation through relevant communication examples and by writing the contrasting sounds on the chalkboard.

Sounds	Sentence
ɝ-ʌ	1. Was Shirley's bird (a) touching the rose bud (b)?
ɝ-u	2. Ursula stirs (a) her hamburger before she stews (b) it.
ɝ-ɛ	3. Bernie (a) said Ted's term ended, Bennie (b).
oʊ-ɝ	4. Earl boned (a) the burned (b) roast turkey.
r-l	5. Rose likes to write (a) in the bright light (b).
bl-br	6. How did Robert Blake (a) brake (b) his ankle?
l-r	7. Ralph's old car hauled the full load (a) on the rocky road (b).
Pl-Pr	8. Will the trip to Brazil be a pleasant (a) present (b) for Bill?
ɹ-ɚ	9. Paul (a) likes riding Lionel Richie's motorcycle. (b)

Technique III: Implementing, Evaluating, and Clarifying
Functional Oral Communication Presentations

Activity	Week(s)
A. Assignment of Speech to Explain a Job-Related Process. The teacher lectures on simple outlining techniques which include the concept of arrangement with an introduction, body, and conclusion to a speech using time order to present the information.	8th 9th

Step 1: Planning the body

The teacher will refer the students to their functional oral communication form. The teacher will tell the students to outline the body of the speech first making sure that the process is logical and developed in a balanced manner with main points and subpoints, "Notice the word 'how' , this means you will actually explain how to do something, how something works, or how to make something." "Also, you may give a nonverbal demonstration or show a graph or an object here."

Step 2: Planning the introduction and conclusion

The teacher will continue, "Now look at the important things you said in the body of the speech. Pick something interesting out of the body of information and prepare the introduction using the 3 techniques you see listed on the evaluation form." "After you have planned the introduction, follow the instructions for a conclusion at the bottom of the evaluation form."

Step 3: Planning the pronunciation

The teacher will continue, "Plan your pronunciation of key ideas, phrases, words by looking the words up in a dictionary or listening to a mainstream American dialect speaker pronounce the words." " Write the key words phonetically in the appropriate location as your speech develops." "Be very careful of technical words that your employer or co-workers might judge your competence by."

Step 4: Planning the delivery

The teacher will continue, "Practice your oral communication skills before the presentation by considering the following:"

a. eyes: look at the listeners to see if you need to clarify meanings.

b. voice: make sure the audience can hear you; that you use emphasis to reinforce your meanings; and that you articulate all vowels and consonants, especially endings!

c. language: if you can't think of a word, say, "I'm trying to think of the word to use for _____"(then draw a scene with words using time, place, participants, actions). the listeners may provide the word for you. Be careful to avoid clutter words like: 'ah', 'okay', 'you know', 'este ah', 'yes?'. Also look up several ways to say certain words in case you notice the audience doesn't understand the word you used.

d. movement: use facial expression to show enthusiasm for the process being explained. Use gestures to explain how something is done. Move toward the chalkboard to refer to a poster or to illustrate a concept you wish to illustrate visually.

e. time: remember, Americans value time and expect it to be used efficiently, logically, and appropriately. You have six minutes to present your speech. Use one minute for the introduction and conclusion. Divide five minutes for three main points in the body of the speech. Tape record your presentation to see how long it takes and to hear your pronunciation. Then, add or subtract information and find a way to improve the pronunciation.

Step 5: Planning the evaluation

a. The teacher will announce that she will transcribe pronunciation during the presentation and that a peer evaluator will be listening in order to ask for clarification of the message.

b. The teacher will refer students to all items on the following evaluation form:

Speech to Explain a Job-Related Process:Speaker# Name _____

INTRODUCTION	PRONUNCIATION
1. Attention:(link topic to audience needs)	_____
ex.:"We all have to make decisions such as	_____
what kind of job we should choose..."	_____
2. Credibility:(tell how you know about it)	_____
ex.:"Since I majored in business management	_____
and worked in a shoe store, for me it was	_____
a matter of 'if the shoe fits, wear it.' "	_____
3. Purpose and Main Points:ex.:"Today, I'm going	_____
to explain how to manage a shoe store before,	_____
during, and after business hours.	_____

BODY PRONUNCIATION

I. Before the store opens this what to do. _____

A. This is how to check the inventory. _____

1. Do this first_____ _____

2. next, do this_____ _____

B. This is how to organize the inventory. _____

1. First do this_____ _____

2. Then do this_____ _____

II. During business hours this is what to do. _____

A. This is how to wait on customers. _____

1. Do this first_____ _____

2. next do this_____ _____

B. This is how to keep track of sales. _____

1. First do this_____ _____

2. next do this_____ _____

III. After the store closes this is what to do. _____

A. This is how to balance the books. _____

1. Do this_____ _____

2. Then do this_____ _____

B. This is how to make sure the store is secure. _____

1. The first step is_____ _____

2. The last step is_____ _____

CONCLUSION

1. Summary: "In conclusion, the important points _____
are to check and organize the inventory; _____
to make and keep track of sales; and to _____
balance the books and make sure everything _____
is secure. _____

2. End Graciously:"So, whether you're a customer _____
or a manager, by being prepared the 'shoe _____
will fit' and you can wear it!" _____

CLARIFICATION

Listener:(ask 1 question about these 3 areas) Speaker's response

1. Introduction:(why speaker knows about the _____
process, or where the speaker found out) _____

2. Body:(something the speaker forgot to explain, _____
or what the speaker thinks is most complex) _____

3. Pronunciation:("I thought I heard you say _____
_____ when you were describing_____ _____
what does that mean?" _____

DELIVERY

1. Eyes_____1 2 3 4 5
2. Voice_____1 2 3 4 5
3. Language_____1 2 3 4 5
4. Movement_____1 2 3 4 5
5. Visual Aid_____1 2 3 4 5
6. Time: start____ end___1 2 3 4 5

Activity — Week(s)

B. Presentation, transcription, evaluation, and clarification of the speech to explain a job-related process. — 8th 9th

Students will pick numbers by lot. #1 will be the first speaker and #2 will be the evaluator, while the teacher transcribes the speaker's pronunciation of vowels and consonants by writing the symbols on the evaluation form and recording the oral presentation on an audial cassette tape recorder.

Step 1: Phrasing the message

a. Speaker #1 presents a speech to explain a job-related process.
b. Speaker #2 listens and plans interaction.
c. Teacher transcribes pronunciation on tape and evaluation form.

Step 2: Paraphrasing the message

a. Speaker #2 listens to the introduction, body , and conclusion.
b. Speaker #2 asks Speaker #1 to clarify:
   1. introduction, ask 1 question only
      (a) why speaker knows about the process
      (b) where speaker works now
      (c) where would speaker like to work in the future
   2. body, ask 1 question only
      (a) which is the most complex step and why
      (b) clarify how to do a process in one of the steps
      (c) which is the most interesting step and why
   3. pronunciation, ask 1 question only
      (a) I thought I heard you say_____ when you were explaining _____, what does that mean?
      (b) You said_____4 times, I think you meant to say_____, could you clarify that for me?

Step 3: Clarifying the message

a. Speaker #1 listens to the three questions and clarifies all three questions with verbal and nonverbal examples and IPA pronunciation techniques.
b. The teacher transcribes the interaction and records it.

Step 4: Consulting about the functional oral communication

a. The tape and evaluation form are diagnosed by the teacher for particular gross mispronunciations. Contrasting sounds are identified. A functional oral communication sentence is created to meet the specific needs of the speaker being evaluated.

b. The student and teacher discuss the diagnosis and practice the contrasting sounds until the student can communicate them in a functional manner.

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